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ABSTRACT

This report provides data on withdrawal and success rates and grades earned in fall 1994 at the five campuses of Pima Community College (PCC), in Arizona. Following a literature review on national course grades, descriptions are provided of the following: (1) grades and withdrawals for fall 1979, 1984, 1989, and 1994, indicating that the number of A grades has increased from 28% in 1979 to 32% in 1994; (2) a comparison of grades by PCC campus, indicating that the Community Campus awarded the highest percentage of A's; (3) grades by ethnic group, indicating that 40% of the grades awarded to Native Americans were A's and B's, compared to 56% for the Anglo/Other category and 55% for Asians; (4) grades by gender, revealing higher success and lower withdrawal rates for females than for males; (5) grades by age group, revealing that students over 40 received the highest percentage of A's at almost 50%; and (6) grades by veteran, Pell grant, day/extended day, and occupational/non-occupational status. Appendix A provides six tables showing the number and percent of grades awarded for fall 1990-94 both district-wide and by campus, while appendix B provides seven tables on the numbers and percentages of grades awarded in fall 1994 by ethnicity, gender, age, veteran status, Pell grant status, day/extended-day classes, and occupational and non-occupational classes. (KP)

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Analysis of Fall 1994 Course Grades

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Analysis of Fall 1994 Course Grades

Introduction

This report summarizes Pima Community College's (PCC's) Fall 1994 distribution of course grades. Course grades over the last five years are categorized by campus, ethnicity, and age group. In addition, the tables in the appendices provide a comparative analysis of course grades for the Fall 1994 semester by gender, Veteran status, Pell Grant status, day/extended-day status, and occupational/non-occupational class category.

A change from prior course grades reports is that the category, "Total Successes," has been redefined to exclude D grades since they do not transfer to other institutions and do not count toward graduation if they are earned in a core course. Postsecondary institutions have tended to include D grades in the category "Passing Grades" but exclude the D grades from the "Success Category." This report has also modified the graphs so that the graphs now depict the distribution of all grades (A, B, C, P, D, F, I, W, Y) rather than the grouping of grades into two categories; "Successes" and "Withdrawals." In determining the proportion of specific grades awarded, all grades were counted, thus the number of W's and Y's were treated as part of the distribution of grades.

Review of the Literature

A review of the literature on course grades revealed several recent national trends. Women are earning higher grades as measured by GPA than men (Diehl, Course Pass Rates in Fall Enrollment Analysis EA 94-4 , June, 1994, p.4). In addition, the GPAs of older students (age greater than 25) consistently have been found to be higher than those of younger ones (Whisnant "The "Old' New Resource for Education - - Student Age" Community Service Catalyst 1992, Sum, V22 N3).

When compared to Whites/ Anglos or Asian American students African

American, Hispanic, and Native American students tend to have lower grades as measured by total GPA (Slark, Pathways of Student Persistence and Performance at RSC. Annual Report ERIC Document, ED370655, 01 May 1994). A 1992 study at PCC which included an examination of the cumulative 4-year GPAs for new-to-higher-education students who entered PCC in Fall 1988, found differences among ethnic groups. The average GPAs were as follow:

Native American - 2.78
African American - 2.56
Asian American - 3.03
Hispanic - 2.69
Anglo/Other - 2.93 (Pima Community College Institutional Research Office, A Longitudinal Study of Minority Student Retention and Transfer Success, March 1993, p. 31).

It should be also noted that oftentimes the minority student (African American, Hispanic, or Native American) enters postsecondary education with deficiencies in academic skills (Belcher, College Preparatory Instruction Study Results From Legislative Request ERIC Document, ED348112 01 May 1992) and these deficiencies may be leading to the lower grades.

The literature indicates that community college students have higher grades in terms of more A's and B's than university students (Van Allen, Educational Morality: A Task of Resisting the Economic Corruption of Academic Excellence, ERIC Document, ED317232, January 1990). In a recent study, Campbell found that PCC transfer students had higher GPAs at PCC than at the University of Arizona (Pima Community College Institutional Research Office, Course Grade Report, December, 1994).

Another variable influencing grading outcomes is the employment status of the instructor. The research suggests that adjunct faculty grade more easily (give more A's and B's) than full time instructors (Fedler "Adjunct Profs Grade Higher Than Faculty at Three Schools" Journalism Education V44, N2, Summer 1989). However, a study done at PCC by Iadevaia found "no differences in student success rates for full- and part-time faculty in general, or for science faculty in particular" (ERIC Document, ED325160, 1991).

A major concern in both the popular press and educational journals is the issue of grade inflation. Has the proportion of A's and B's increased over time and is this increase unwarranted? Van Allen in his commentary on Educational Morality: A Task of Resisting the Economic Corruption of Academic Excellence, (ERIC Document, ED317232, Jan. 1990 p. 8) defined grade inflation as a "rise in grades with an accompanying decline in measured academic achievement in students." He also noted that "the community college system has been able to sustain phenomenal growth and credentialling activity in spite of the academic preparation of incoming students. Using John Ritter's commercial message again, 'The fact that it can happen at all is a miracle'. However, no mystical power is at work; grade inflation is. Inflated grades and the decline in standards the educational malpractice reflects, accounts for the productivity. It explains how the system converts students labelled as deficient, negative, and functionally illiterate into college graduates, even honor students." (ERIC Document, ED317232, Jan. 1990. p. 13). This negative view about the increasing number of A's and B's also was presented in a local paper's editorial as it looked at the Fall 1993 distribution of course grades at Pima Community College. On the basis of the information provided in this report, it is not possible to either support or refute such opinions on grading.

In presenting PCC's grade distribution for 1994, we will consider the extent to which the recent pattern of awarding of grades at PCC parallels trends and patterns reported in the literature.

Grades Awarded Over Time

Table 1 presents the distribution of Fall grades for 1979, 1984, 1989, and 1994. It should be noted that In the Fall of 1983, there was a change in the grading options with the elimination of the grade NC (No Credit) and the addition of the letter grades D and F, and the instructor withdrawal (Y grade). Over the last fifteen years, the total number of grades awarded has increased by 12,545, a growth of 20%. During the same period the success rate (the sum of A's, B's, C's and P's awarded divided by the total number of grades awarded) has increased from 60% to 65%. The proportion of A's has increased from 28% in 1979 to 32% in 1994. This pattern parallels what has happened nationally. In 1979, when no D's or F's were given, the number of withdrawals which included "No Credit' as a grade was 36% of the total

grades awarded. This has decreased to 27% over the last fifteen years.

Table 1. Number and Percent of Grades Awarded District Students in Fall Semesters

Grade [a]	1979		1984		1989		1994	
	N	%	N	%	N	%	N	%
A Superior	17,539	28%	16,929	30%	22,261	31%	24,380	32%
B Above Average	11,904	19%	11,278	20%	13,742	19%	15,090	20%
C Average	6,936	11%	6,532	12%	8,189	12%	8,191	11%
P Pass	1,607	2%	1,195	2%	2,688	4%	1,879	2%
Total Successes [b]	37,986	60%	35,934	64%	46,880	66%	49,540	65%
NC (No Credit)	11,449	18%	NA		NA		NA	
W (Official)	11,743	18%	8,566	15%	8,341	12%	9,525	13%
Y (General)	NA		7,080	14%	9,190	13%	10,844	14%
Total Withdrawals [c]	23,192	36%	15,646	29%	17,531	25%	20,369	27%
D Below Average	NA		1,272	2%	1,953	3%	2,035	3%
F Failure	NA		1,307	2%	2,084	3%	2,289	3%
I Incomplete	2,511	4%	1,878	3%	2,265	3%	1,832	2%
AU Audit	0	0%	65	<1%	152	<1%	169	<1%
Total Grades	63,689	100%	56,102	100%	70,865	100%	76,234	100%

a Includes grades earned through course work and tests.

b Total Successes = A's + B's + C's + P's.

c Total Withdrawals = NC's + W's + Y's.

Graph 1 depicts the distribution of grades as a percentage of total grades award, for the years 1990 through 1995. The number and percentages are presented in Appendix A, Table A1. The distribution of grades awarded district students in fall semesters has been exceptionally consistent over

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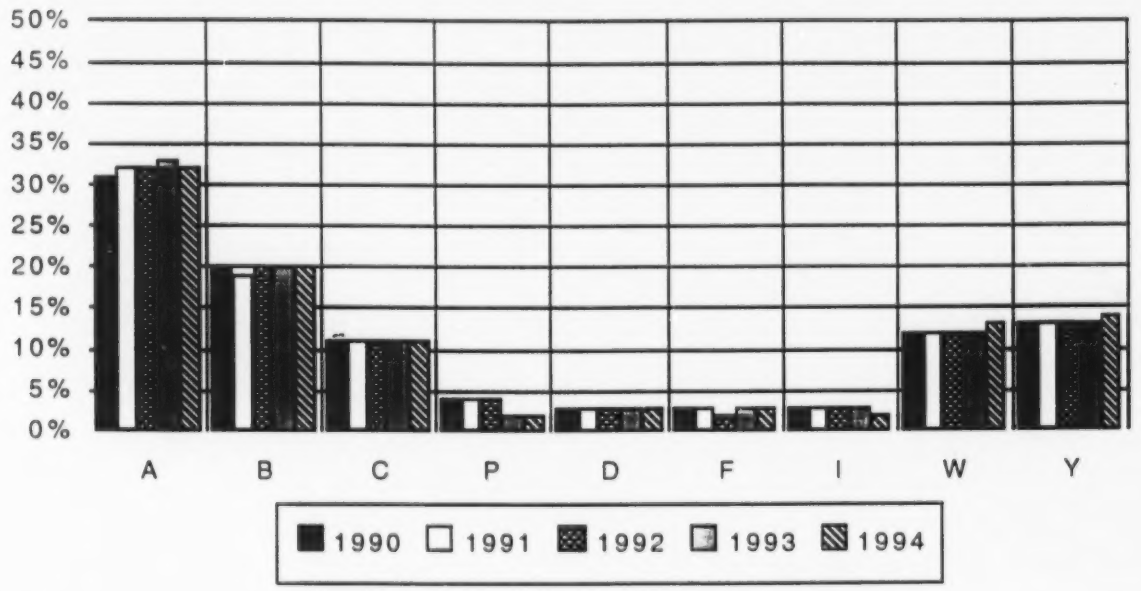
the last five years. The most frequent grade awarded for fall semesters was an A and the A's accounted for nearly one-third of all grades awarded. There was a slight decrease in the proportion of A's awarded from Fall 1993 to Fall 1994. In 1994, the withdrawals, the total of W's and Y's, were about one-fourth of all grades awarded. There has been little change in this proportion since 1984.

Graph 1. The Distribution of Grades as a Percentage of Total Grades Awarded District Students in Fall Semesters

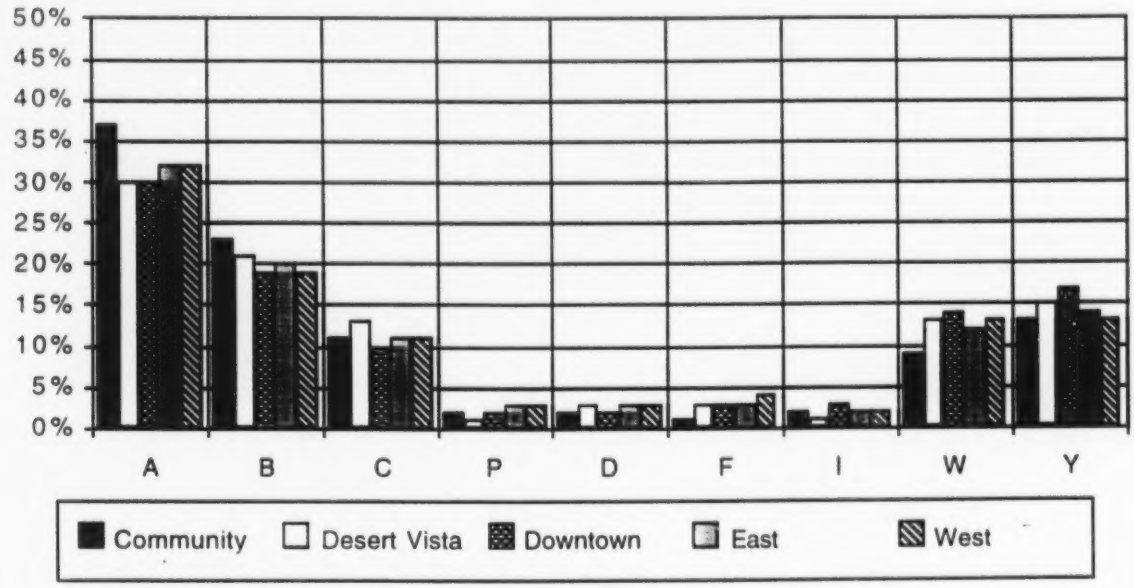


Comparison of Grades by Campus

Graph 2 depicts the distribution of grades for Fall 1994 for each campus. Appendix A, Tables A2 through A6, displays the grades awarded for fall semesters between 1990 and 1994 for each campus. In 1994, Community Campus where instruction is primarily handled by adjunct faculty (in Fall 1994, there were two full-time faculty working for Community Campus), awarded a higher percentage of A's than the other campuses. This may reflect the tendency, as reported in the literature, for adjunct faculty to

grade more easily than full-time faculty. On the other hand, it may reflect the fact that the students attending Community Campus classes are older than students at the other campuses (PCC Information Technology Report, IRD618, Fall 1994). Other campus differences were in the area of withdrawals, with more W's and Y's being awarded at the Downtown Campus. The grading patterns at the East and West Campuses were very similar.

Graph 2. The Distribution of Grades as a Percentage of Total Grades Awarded by Campus in Fall 1994

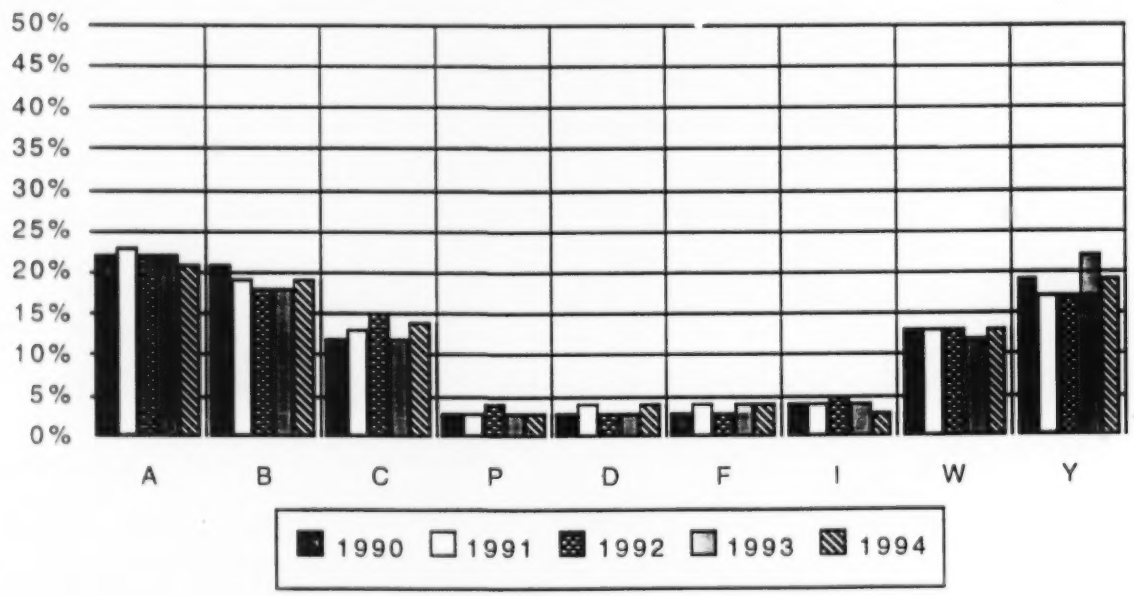


Distribution of Grades by Ethnic Groups

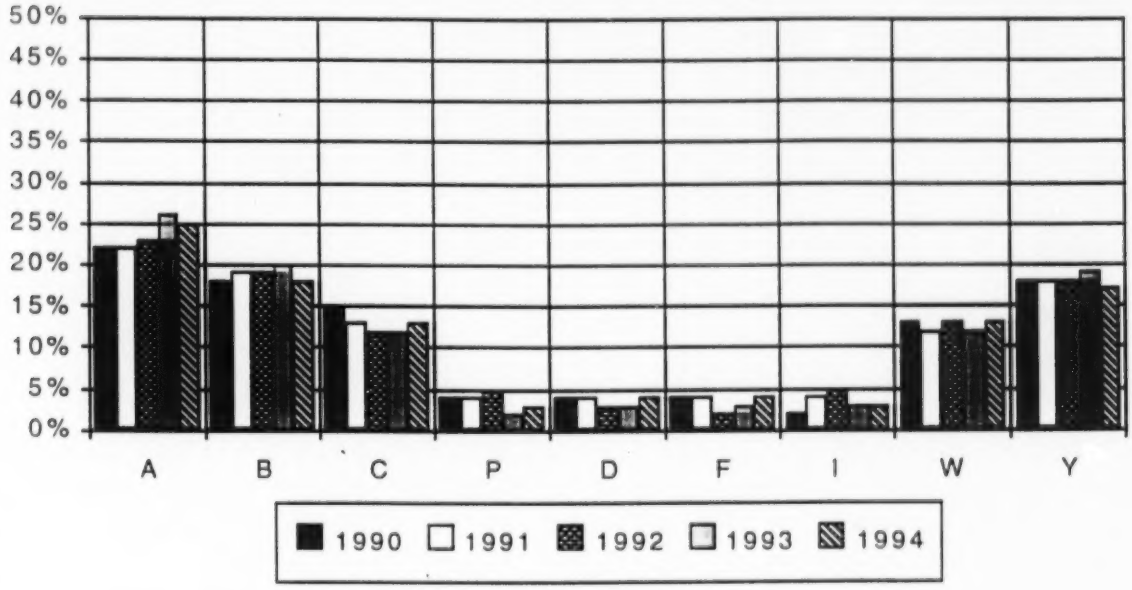
Graphs 3 though 7 present the percentages of letter grades awarded by year for each ethnic group. Table B1, in Appendix B, displays the grade information for Fall 1994 by ethnicity. The distribution of A's and B's vary by group, and substantiate the trends reported nationally. Students who are Native Americans (see Graph 3) tend to earn fewer A's and B's than other students and are more likely to withdraw from classes. Of the 2,151 grades awarded to Native American students in the Fall 1994 semester, the A's and B's accounted for 40% while the W's and Y's accounted for 32%. The pattern

is much different for both Anglos/Others (Graph 7) and Asian Americans (Graph 5). Of the 3,037 grades awarded to Asian American students in the Fall 1994 semester, the A's and B's accounted for 55% while the W's and Y's accounted for 22%. The Anglo/Other category had slightly more A's and B's (56% of the total grades awarded) and more withdrawals (26%). Hispanics (Graph 6) and African Americans (Graph 4) had lower grades than the Asian Americans or Anglo/Other as measured by the percentage of total successes or in the percentage of A's and B's earned. While A's were the most common grade for African Americans and Hispanics, the distribution of W's and Y's for these groups was higher than for the college as a whole. The Asian American students had the lowest percentage of withdrawals and the highest percentage of successes, as defined as the total of A's, B's, C's, and P's.

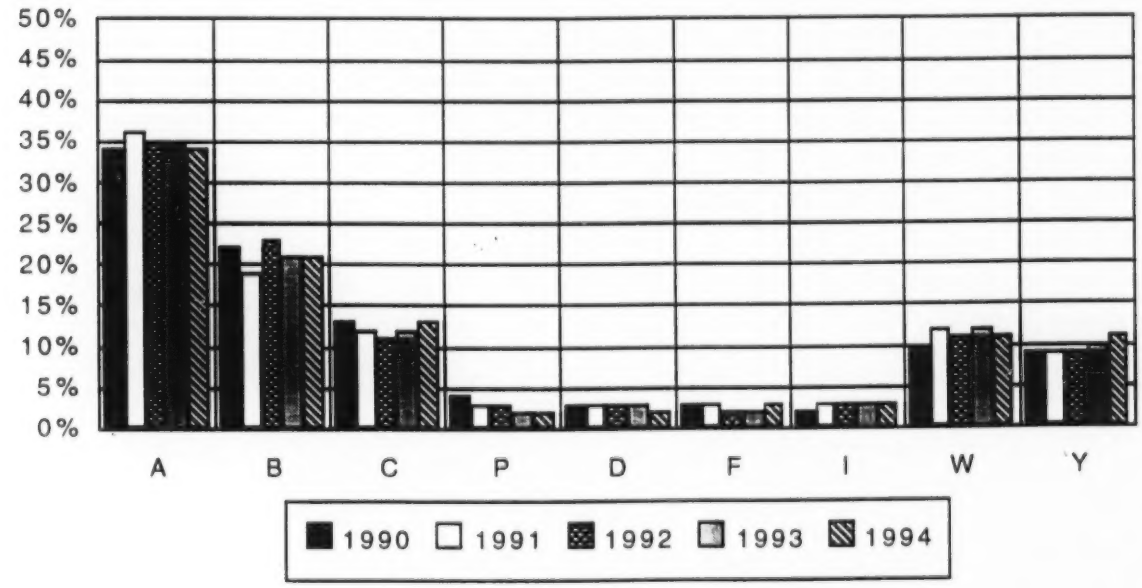
Graph 3. The Distribution of Grades as a Percentage of Total Grades Awarded to Native American Students in Fall Semesters



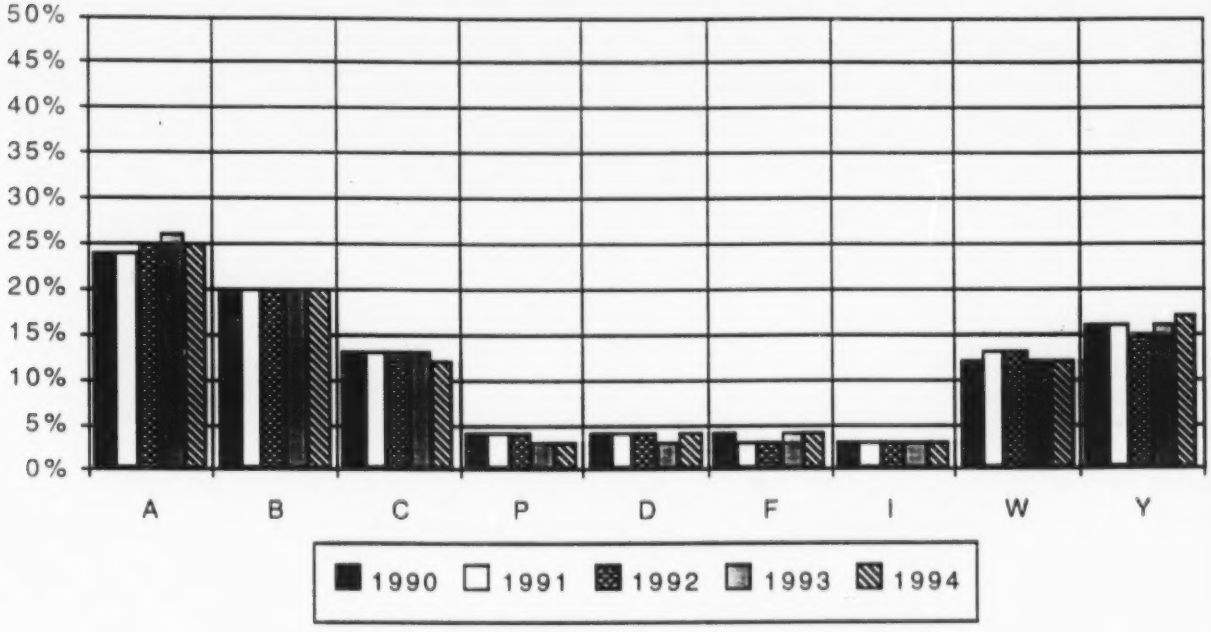
Graph 4. The Distribution of Grades as a Percentage of Total Grades Awarded to African American Students in Fall Semesters



Graph 5. The Distribution of Grades as a Percentage of Total Grades Awarded to Asian American Students in Fall Semesters



Graph 6. The Distribution of Grades as a Percentage of Total Grades Awarded to Hispanic Students in Fall Semesters



Graph 7. The Distribution of Grades as a Percentage of Total Grades Awarded to Anglo/Other Students in Fall Semesters

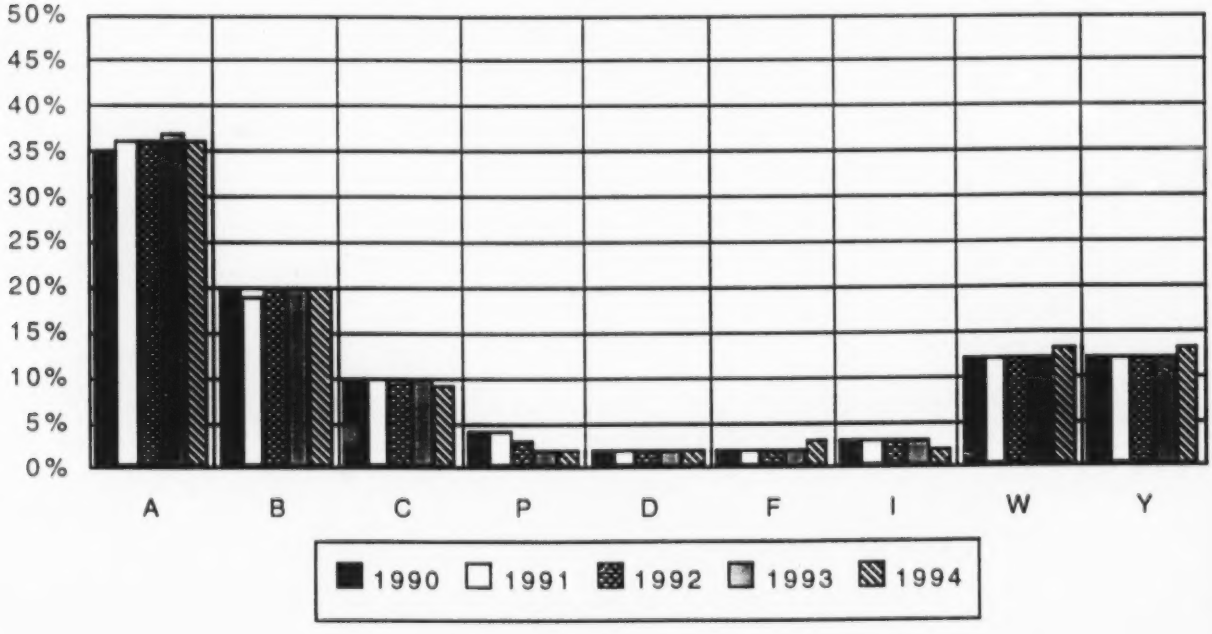


Table B1, in Appendix B, presents the 1994 course grade information for all ethnic groups. The differences noted in Graphs 3 - 7 also appear in the table: Of the ethnic groups, Native American students have the lowest proportion of A's and the highest proportion of Y's. Asian American students have the lowest proportion of withdrawals and the highest proportion of "Total Successes." Since academic preparedness could not be controlled, the variation in grade distribution may be a reflection of the student's prior academic experience rather than membership in an ethnic grouping.

Distribution of Grades by Gender

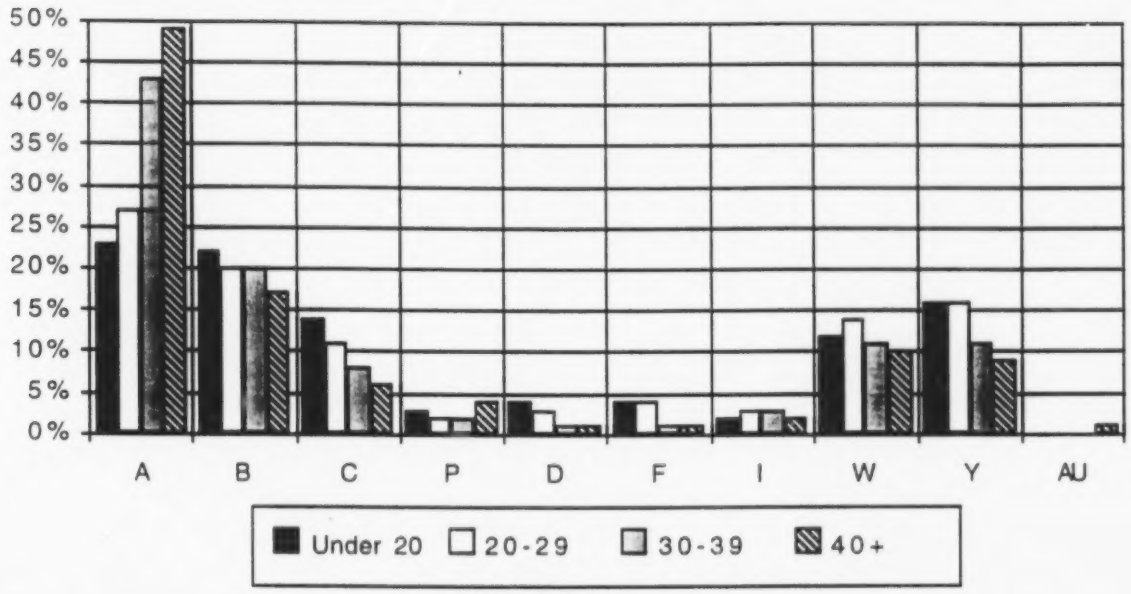
Table B2, in Appendix B, compares the grades awarded by gender. As the literature indicates, women are more likely to earn A's and B's (55% of the grades earned by women in Fall 1994 were A's and B's) than men. A's and B's accounted for 48% of the grades awarded to men. Men also had more withdrawals than women as well as more F's.

Distribution of Grades by Age Groups

Graph 8 and Table B3 present information on grades by age group. There are four age categories: under 20 years of age, 20-29 years of age, 30-39 years of age, and older than 39 (40 +). In the Fall 1994 distribution of grades awarded, the oldest group of students (40 +) earned the highest proportion of A's, almost 50% of their grades were A's. The age group of 30- 39 years had over 40% of their grades as A's. The youngest students had less than one-quarter of their grades as A's. The proportion of withdrawals reflects the opposite trend: the older you are, the fewer withdrawals.

This pattern of older students having better grades is a national trend. Some researchers ascribe the phenomena to a combination of maturity and life experiences. Regardless of the reason, potential students who are over 30 could be informed that older students tend to do well academically at PCC.

Graph 8. The Distribution of Grades as a Percentage of Total Grades Awarded by age Groups in Fall 1994



Veteran Status, Pell Grant Status, Day/Extended-Day Classes, Occupational/Non-Occupational Classes

Appendix B contains the tables referred to in this section. Table B4 shows that in 1994, veterans had a higher proportion of "Total Successes" than non-veterans (73% vs. 64%). Pell grant recipients (Table B5) had a higher proportion of "Total Successes" than students who did not receive Pell grants (67% vs. 64%). Table B6 shows that the proportion of "Total Successes" for students enrolled in extended day classes (69%) was higher than for those in day classes (63%), but age may be a factor here since older students tend to enroll in extended day classes. Lastly, Table B7 shows the proportion of "Total Successes" for students enrolled in occupational classes (72%) was higher than for students in non-occupational classes (63%).

Implications and Concerns

The overall distribution of grades over the last five years shows that A's are the most frequently awarded grades and account for almost one-third of all grades awarded. This follows the national trend at community colleges of awarding mostly A's and B's. However, the percentages used in this report, are based on a denominator that includes the number of withdrawal grades. The proportion of A's and B's goes up dramatically if the 25% of the

grades that are W's and Y's are excluded. A's and B's account for 73% of the fall 1994 grades when the W, Y, I, and AU grades are excluded. Using the same exclusions, the A's and B's accounted for 78% of the grades awarded in 1979. While the College may not be experiencing grade inflation since the proportion of A's and B's has actually decreased over the last 15 years, there could be a concern about the very high number of A's and B's that continue to be awarded each fall. The College may also need to consider the implications of the large number of W's and Y's awarded each fall. Over one-quarter of the grades awarded in fall 1994 indicated that the student did not complete the course. Anecdotal evidence suggests that sometimes students opt for the grades of W's and Y's in lieu of getting a grade lower than a B, or that instructors would rather award a Y to avoid having to award either a D or an F. While the grades of W and Y have no impact on the grade point average (either semester or cumulative), they may impact the measurement of institutional effectiveness and the awarding of financial aid, inasmuch as a student must make satisfactory academic progress to be eligible for various federal aid programs. The descriptive information in this report (the actual distribution of grades awarded) can serve as a starting point for a discussion of the grading system.

Summary/Conclusions

The overall success and withdrawal rates have remained relatively constant over the past five years. In addition, the percentage of A's awarded has remained over 30% and represents the most frequent grade awarded. There are group differences. Older students earn proportionately more A's than younger students. Women also earn more A's than men. The differences between ethnic groups support the findings at other institutions: Asian American students and those students who are Anglo/Other have been awarded a higher percentage of A's and B's than students of other backgrounds. Native American students tend to receive more Y (general withdrawal) grades than other students and fewer A's. Another difference was noted between campuses. The Community Campus, where most of the instruction is conducted by adjunct faculty, awarded the highest proportion of A's.

Appendix A

Table A1. Number and Percent of Grades Awarded District Students in Fall Semesters

Grade [a]	1990		1991		1992		1993		1994	
	N	%	N	%	N	%	N	%	N	%
A Superior	24,365	31%	25,993	32%	26,808	32%	25,489	33%	24,380	32%
B Above Average	15,147	20%	15,628	19%	16,338	20%	15,274	20%	15,090	20%
C Average	8,533	11%	8,765	11%	8,911	11%	8,573	11%	8,191	11%
P Pass	3,294	4%	3,264	4%	3,076	4%	1,815	2%	1,879	2%
Total Successes [b]	51,339	66%	53,650	66%	55,133	67%	51,151	66%	49,540	65%
Withdrawals										
W (Official)	9,344	12%	9,844	12%	9,806	12%	9,283	12%	9,525	13%
Y (General)	10,152	13%	10,382	13%	10,631	13%	10,354	13%	10,844	14%
Total Withdrawals [c]	19,496	25%	20,226	25%	20,437	25%	19,637	25%	20,369	27%
D Below Average	2,014	3%	2,003	3%	2,138	3%	1,974	3%	2,035	3%
F Failure	2,171	3%	2,008	3%	1,960	2%	2,104	3%	2,289	3%
I Incomplete	2,290	3%	2,213	3%	2,560	3%	2,091	3%	1,832	2%
AU Audit	106	<1%	121	<1%	154	<1%	177	<1%	169	<1%
Total Grades	77,416	100%	80,221	100%	82,382	100%	77,134	100%	76,234	100%

a Includes grades earned through course work and tests.

b Total Successes = A's + B's + C's + P's.

c Total Withdrawals = W's + Y's.

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Table A2. Number and Percent of Grades Awarded Community Campus Students in Fall Semesters

Grade [a]	1990		1991		1992		1993		1994	
	N	%	N	%	N	%	N	%	N	%
A Superior	4,608	34%	5,016	36%	5,499	38%	4,033	39%	3,708	37%
B Above Average	2,692	20%	2,877	21%	3,008	21%	2,330	23%	2,254	23%
C Average	1,355	10%	1,397	10%	1,433	10%	1,056	10%	1,083	11%
P Pass	1,160	9%	1,081	8%	691	5%	145	1%	149	2%
Total Successes [b]	9,815	73%	10,371	75%	10,631	74%	7,564	73%	7,194	73%
Withdrawals										
W (Official)	1,042	8%	1,031	7%	1,144	8%	820	8%	888	9%
Y (General)	1,627	12%	1,649	12%	1,720	12%	1,363	13%	1,304	13%
Total Withdrawals [c]	2,669	20%	2,680	19%	2,864	20%	2,183	21%	2,192	22%
D Below Average	281	2%	260	2%	256	2%	214	2%	203	2%
F Failure	231	2%	123	1%	170	1%	97	1%	137	1%
I Incomplete	402	3%	343	3%	439	3%	260	3%	184	2%
AU Audit	26	<1%	18	<1%	22	<1%	25	<1%	12	<1%
Total Grades	13,424	100%	13,795	100%	14,382	100%	10,343	100%	9,922	100%

[a] Includes grades earned through course work and tests.

[b] Total Successes = A's + B's + C's + P's.

[c] Total Withdrawals = W's + Y's.

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Table A3. Number and Percent of Grades Awarded Desert Vista Campus[a] Students in Fall Semesters

Grade [b]	1990		1991		1992		1993		1994	
	N	%	N	%	N	%	N	%	N	%
A Superior	746	41%	785	40%	1,043	37%	1,214	32%	1,249	30%
B Above Average	395	22%	436	22%	571	20%	772	21%	882	21%
C Average	178	10%	155	8%	276	10%	463	12%	533	13%
P Pass	25	1%	29	1%	78	3%	10	<1%	29	1%
Total Successes [c]	1,344	74%	1,405	71%	1,968	70%	2,459	65%	2,693	65%
Withdrawals										
W (Official)	129	7%	225	12%	271	10%	441	12%	505	13%
Y (General)	236	13%	228	12%	362	13%	481	13%	626	15%
Total Withdrawals [d]	365	20%	453	24%	633	23%	922	25%	1,131	28%
D Below Average	49	3%	36	2%	81	3%	137	4%	150	3%
F Failure	26	1%	41	2%	72	2%	151	4%	139	3%
I Incomplete	30	2%	26	1%	53	2%	53	1%	38	1%
AU Audit	2	<1%	1	<1%	11	<1%	16	1%	7	<1%
Total Grades	1,816	100%	1,962	98%	2,818	100%	3,738	100%	4,158	100%

[a] Known as Education Center-South prior to Fall 1993.

[b] Includes grades earned through course work and tests.

[c] Total Successes = A's + B's + C's + P's.

[d] Total Withdrawals = W's + Y's.

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Table A4. Number and Percent of Grades Awarded Downtown Campus Students in Fall Semesters

Grade [a]	1990		1991		1992		1993		1994	
	N	%	N	%	N	%	N	%	N	%
A Superior	5,570	29%	6,213	30%	6,371	31%	6,377	32%	6,251	30%
B Above Average	3,759	20%	3,927	19%	3,895	19%	3,683	18%	3,847	19%
C Average	2,153	11%	2,249	11%	2,147	10%	2,182	11%	2,054	10%
P Pass	438	2%	506	2%	379	2%	256	1%	328	2%
Total Successes [b]	11,920	62%	12,895	62%	12,792	62%	12,498	62%	12,480	61%
Withdrawals										
W (Official)	2,769	14%	2,928	14%	2,943	14%	2,763	14%	2,930	14%
Y (General)	2,893	15%	3,164	15%	3,098	15%	3,127	15%	3,432	17%
Total Withdrawals [c]	5,662	29%	6,092	29%	6,041	29%	5,890	29%	6,362	31%
D Below Average	524	3%	536	3%	626	3%	496	2%	450	2%
F Failure	587	3%	465	2%	429	2%	572	3%	645	3%
I Incomplete	573	3%	721	4%	845	4%	714	4%	665	3%
AU Audit	27	<1%	36	<1%	37	<1%	39	<1%	44	<1%
Total Grades	19,293	100%	20,745	100%	20,770	100%	20,209	100%	20,646	100%

[a] Includes grades earned through course work and tests.

[b] Total Successes= A's + B's + C's + P's.

[c] Total Withdrawals = W's + Y's.

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Table A5. Number and Percent of Grades Awarded East Campus Students in Fall Semesters

Grade [a]		1990		1991		1992		1993		1994	
		N	%	N	%	N	%	N	%	N	%
A	Superior	3,577	31%	3,801	33%	3,450	31%	3,633	33%	3,509	32%
B	Above Average	2,323	21%	2,242	20%	2,428	22%	2,139	20%	2,174	20%
C	Average	1,265	11%	1,283	11%	1,323	12%	1,244	12%	1,251	11%
P	Pass	362	3%	428	4%	334	3%	254	2%	313	3%
Total Successes [b]		7,527	66%	7,754	68%	7,535	68%	7,270	67%	7,247	66%
Withdrawals											
W	(Official)	1,422	13%	1,338	12%	1,202	11%	1,358	13%	1,362	12%
Y	(General)	1,469	13%	1,403	12%	1,481	14%	1,427	13%	1,572	14%
Total Withdrawals [c]		2,891	26%	2,741	24%	2,683	25%	2,785	26%	2,934	26%
D	Below Average	347	3%	298	3%	328	3%	283	3%	327	3%
F	Failure	391	3%	293	2%	246	2%	270	2%	274	3%
I	Incomplete	243	2%	296	3%	242	2%	237	2%	201	2%
AU	Audit	15	<1%	15	<1%	13	<1%	16	<1%	19	<1%
Total Grades		11,414	100%	11,397	100%	11,047	100%	10,861	100%	11,002	100%

[a] Includes grades earned through course work and tests.

[b] Total Successes = A's + B's + C's +

[c] Total Withdrawals = W's + Y's.

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Table A6. Number and Percent of Grades Awarded West Campus Students in Fall Semesters

Grade [a]	1990		1991		1992		1993		1994	
	N	%	N	%	N	%	N	%	N	%
A Superior	9,864	31%	10,178	31%	10,445	31%	10,232	32%	9,663	32%
B Above Average	5,978	19%	6,146	19%	6,436	19%	6,350	20%	5,933	19%
C Average	3,582	11%	3,681	11%	3,732	11%	3,628	11%	3,270	11%
P Pass	1,309	4%	1,220	4%	1,594	5%	1,150	3%	1,060	3%
Total Successes [b]	20,733	65%	21,225	65%	22,207	66%	21,360	66%	19,926	65%
Withdrawals										
W (Official)	3,982	13%	4,322	14%	4,246	13%	3,901	12%	3,840	13%
Y (General)	3,927	13%	3,938	12%	3,970	12%	3,956	13%	3,910	13%
Total Withdrawals [c]	7,909	26%	8,260	26%	8,216	25%	7,857	25%	7,750	26%
D Below Average	813	3%	873	3%	847	3%	844	3%	905	3%
F Failure	936	3%	1,086	3%	1,043	3%	1,014	3%	1,094	4%
I Incomplete	1,042	3%	827	3%	981	3%	827	3%	744	2%
AU Audit	36	<1%	51	<1%	71	<1%	81	<1%	87	<1%
Total Grades	31,469	100%	32,322	100%	33,365	100%	31,983	100%	30,506	100%

[a] Includes grades earned through course work and tests.

[b] Total Successes = A's + B's + C's + P's.

[c] Total Withdrawals = W's + Y's.

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Appendix B

Table B1. Number and Percent of Grades Awarded District Students by Ethnicity in Fall 1994

Grade [a]	Asian American		Anglo & Others		Hispanics		African American		Native American	
	N	%	N	%	N	%	N	%	N	%
A Superior	1,029	34%	16,827	36%	5,343	25%	738	25%	443	21%
B Above Average	636	21%	9,089	20%	4,418	20%	537	18%	410	19%
C Average	391	13%	4,390	9%	2,695	12%	406	13%	309	14%
P Pass	67	2%	1,065	2%	578	3%	94	3%	75	3%
Total Successes [b]	2,123	70%	31,371	67%	13,034	60%	1,775	59%	1,237	57%
Withdrawals										
W (Official)	336	11%	5,930	13%	2,590	12%	391	13%	278	13%
Y (General)	337	11%	6,018	13%	3,601	17%	499	17%	389	18%
Total Withdrawals [c]	673	22%	11,948	26%	6,191	29%	890	30%	667	31%
D Below Average	75	2%	998	2%	773	4%	112	4%	77	4%
F Failure	87	3%	1,088	3%	902	4%	119	4%	93	4%
I Incomplete	72	3%	1,059	2%	547	3%	79	3%	75	3%
AU Audit	7	<1%	130	<1%	27	<1%	3	<1%	2	<1%
Total Grades	3,037	100%	46,594	100%	21,474	100%	2,978	100%	2,151	100%

a Includes grades earned through course work and tests.

b Total Successes = A's + B's + C's + P's.

c Total Withdrawals = W's + Y's.

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Table B2. Number and Percent of Grades Awarded District Students by Gender in Fall 1994

Grade [a]	Women		Men	
	N	%	N	%
A Superior	14,419	35%	9,961	29%
B Above Average	8,335	20%	6,755	19%
C Average	4,083	10%	4,108	12%
P Pass	1,069	3%	810	2%
Total Successes [b]	27,906	68%	21,634	62%
Withdrawals				
W (Official)	4,978	12%	4,547	13%
Y (General)	5,364	13%	5,475	16%
Total Withdrawals [c]	10,342	25%	10,022	29%
D Below Average	960	2%	1,075	3%
F Failure	924	2%	1,365	4%
I Incomplete	1,028	3%	804	2%
AU Audit	115	<1%	54	<1%
Total Grades	41,275	100%	34,954	100%

a Includes grades earned through course work and tests.

b Total Successes = A's + B's + C's + P's.

c Total Withdrawals = W's + Y's.

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Table B3. Number and Percent of Grades Awarded District Students by Age in Fall 1994

Grade [a]	Under 20 Years		20-29 Years		30-39 Years		40+ Years	
	N	%	N	%	N	%	N	%
A Superior	3,394	23%	10,536	27%	5,540	43%	4,881	49%
B Above Average	3,164	22%	7,659	20%	2,572	20%	1,671	17%
C Average	2,048	14%	4,491	11%	1,018	8%	626	6%
P Pass	428	3%	748	2%	316	2%	385	4%
Total Successes [b]	9,034	62%	23,434	60%	9,446	73%	7,563	76%
Withdrawals								
W (Official)	1,706	12%	5,417	14%	1,439	11%	961	10%
Y (General)	2,296	16%	6,299	16%	1,379	11%	849	9%
Total Withdrawals [c]	4,002	28%	11,716	30%	2,818	22%	1,810	18%
D Below Average	659	4%	1,107	3%	162	1%	104	1%
F Failure	659	4%	1,364	4%	166	1%	99	1%
I Incomplete	266	2%	993	3%	325	3%	245	2%
AU Audit	4	<1%	35	<1%	28	<1%	99	1%
Total Grades	14,624	100%	38,649	100%	12,945	100%	9,920	100%

a Includes grades earned through course work and tests.

b Total Successes = A's + B's + C's + P's.

c Total Withdrawals = W's + Y's.

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Table B4. Number and Percent of Grades Awarded District Students by Veteran Status in Fall 1994

Grade [a]	Veterans N	Veterans %	Non-veterans N	Non-veterans %
A Superior	1,366	36%	23,014	32%
B Above Average	880	24%	14,210	19%
C Average	415	11%	7,776	11%
P Pass	60	2%	1,819	2%
Total Successes [b]	2,721	73%	46,819	64%
Withdrawals				
W (Official)	379	10%	9,146	13%
Y (General)	369	10%	10,475	15%
Total Withdrawals [c]	748	20%	19,621	28%
D Below Average	83	2%	1,952	3%
F Failure	126	3%	2,163	3%
I Incomplete	78	2%	1,754	2%
AU Audit	0	0%	169	<1%
Total Grades	4,421	100%	90,147	100%

a Includes grades earned through course work and tests.

b Total Successes = A's + B's + C's + P's.

c Total Withdrawals = W's + Y's.

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Table B5. Number and Percent of Grades Awarded District Students by Pell Grant Status in Fall 1994

Grade [a]	Pell Grant Students		Non-Pell Students	
	N	%	N	%
A Superior	6,027	32%	18,353	32%
B Above Average	4,073	21%	11,017	19%
C Average	2,162	11%	6,029	11%
P Pass	621	3%	1,258	2%
Total Successes [b]	12,883	67%	36,657	64%
Withdrawals				
W (Official)	2,292	12%	7,233	13%
Y (General)	2,417	12%	8,427	15%
Total Withdrawals [c]	4,709	24%	15,660	28%
D Below Average	553	3%	1,482	3%
F Failure	554	3%	1,735	3%
I Incomplete	511	3%	1,321	2%
AU Audit	11	<1%	158	<1%
Total Grades	19,221	100%	57,013	100%

a Includes grades earned through course work and tests.

b Total Successes = A's + B's + C's + P's.

c Total Withdrawals = W's + Y's.

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Table B6. Number and Percent of Grades Awarded District Students by Day/Extended-Day Classes in Fall 1994

Grade [a]	Extended-Day Class N	Extended-Day Class %	Day Class N	Day Class %
A Superior	8,378	37%	16,002	30%
B Above Average	4,486	20%	10,604	20%
C Average	2,152	10%	6,039	11%
P Pass	444	2%	1,435	2%
Total Successes [b]	15,460	69%	34,080	63%
Withdrawals				
W (Official)	2,455	11%	7,070	13%
Y (General)	3,079	14%	7,765	15%
Total Withdrawals [c]	5,534	25%	14,835	28%
D Below Average	456	2%	1,579	3%
F Failure	448	2%	1,841	4%
I Incomplete	484	2%	1,348	2%
AU Audit	71	<1%	98	<1%
Total Grades	22,453	100%	53,781	100%

[a] Includes grades earned through course work and tests.

[b] Total Successes = A's + B's + C's + P's.

[c] Total Withdrawals = W's + Y's.

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Table B7. Number and Percent of Grades Awarded District Students by Occupational/Non-Occupational Classes in Fall 1994

Grade [a]	Occupational Classes N	Occupational Classes %	Non-Occup. Classes N	Non-Occup. Classes %
A Superior	7,916	41%	16,464	29%
B Above Average	3,922	20%	11,168	20%
C Average	1,708	9%	6,483	11%
P Pass	455	2%	1,424	3%
Total Successes [b]	14,001	72%	35,539	63%
Withdrawals				
W (Official)	1,810	9%	7,715	14%
Y (General)	2,136	11%	8,708	15%
Total Withdrawals [c]	3,946	20%	16,423	29%
D Below Average	352	2%	1,683	3%
F Failure	494	3%	1,795	3%
I Incomplete	566	3%	1,266	2%
AU Audit	64	<1%	105	<1%
Total Grades	19,423	100%	56,811	100%

a Includes grades earned through course work and tests.

b Total Successes = A's + B's + C's + P's.

c Total Withdrawals = W's + Y's.

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